**Name: \_\_\_\_\_Tami Harman\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions: Find the section of the document which is the same that you completed for the first assignment in regards to Iowa Leadership Standards and Criteria.**

**Develop directive and supportive questions that could be asked to support the identified standard/criteria.**

**Feeling ambitious??? – complete questions for Standard 4, too!!!**

**Save as: (Your Name), Module 3, Directive and Supportive Questions.**

**Upload to the Wiki site (Module 3) in the area on the page as the assignment is noted.Standard 1 – Shared Vision**

| **Standard 1:**  **An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)** | **Questions: Directive** | **Questions: Supportive** |
| --- | --- | --- |
| The administrator:   1. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. |  |  |
| 1. Uses research and/or best practices in improving the educational program. |  |  |
| 1. Articulates and promotes high expectations for teaching and learning. |  |  |
| 1. Aligns and implements the educational programs, plans, actions, and resources with the district’s vision and goals. |  |  |
| 1. Provides leadership for major initiatives and change efforts. |  |  |
| 1. Communicates effectively to various stakeholders regarding progress with improvement plan goals. |  |  |

**Standard 2 – Culture of Learning**

| **Standard 2: An educational leader promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)** | **Questions: Directive** | **Questions: Supportive** |
| --- | --- | --- |
| The administrator:   1. Provides leadership for assessing, developing, and improving climate and culture. |  |  |
| 1. Systematically and fairly recognizes and celebrates accomplishments of staff and students. |  |  |
| 1. Provides leadership, encouragement, opportunities, and structure for staff to continually design more effective teaching and learning experiences for all students. |  |  |
| 1. Monitors and evaluates the effectiveness of curriculum, instruction, and assessment. |  |  |
| 1. Evaluates staff and provides ongoing coaching for improvement. |  |  |
| 1. Ensures staff members have professional development that directly enhances their performance and improves student learning. | Does the professional development plan devised help your personal performance or student’s performance?  What professional development plan have you developed to help meet personal goals and improve student learning? | We have worked on staff professional development to enhance performance and improve student learning, how can we measure this and be sure it is doing both things, and how can I help? |
| 1. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan. | What is your professional growth plan?  What research and theories are you utilizing to develop your professional growth plan? | What are your feelings or personal beliefs that you have used to base your current research and theories about effective schools and leadership? |
| 1. Promotes collaboration with all stakeholders. | How have you planned collaboration time to share with all stakeholders? | How can I assist you in making collaboration time to meet with all stakeholders? |
| 1. Is easily accessible and approachable to all stakeholders. | How do you provide accessibility times to all stakeholders and what does approachability look like to you? | Are there other ways to be more accessible and approachable to all stakeholders that could be publicized and made accessible to them? |
| 1. Is highly visible and engaged in the school community. | Where might one be able to see you engaged in the school community? | Are there other ways to be more visible and engaged in the school community that we could think about together? |
| 1. Articulates the desired school culture and shows evidence about how it is reinforced. | What words or information can be seen to express and show what the desired school culture looks like? | How can we articulate to all stakeholders what school culture looks like and be able to express or show data on how it is enforced? |

**Standard 3 - Management**

| **Standard 3: An educational leader promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. (Management)** | **Questions: Directive** | **Questions: Supportive** |
| --- | --- | --- |
| The administrator:   1. Complies with state and federal mandates and local board policies. |  |  |
| 1. Recruits, selects, inducts, and retains staff to support quality instruction. |  |  |
| 1. Addresses current and potential issues in a timely manner. |  |  |
| 1. Manages fiscal and physical resources responsibly, efficiently, and effectively. |  |  |
| 1. Protects instructional time by designing and managing operational procedures to maximize learning. |  |  |
| 1. Communicates effectively with both internal and external audiences about the operations of the school. |  |  |

**Standard 4 – Family and Community**

| **Standard 4: An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)** | **Questions: Directive** | **Questions: Supportive** |
| --- | --- | --- |
| The administrator:   1. Engages family and community by promoting shared responsibility for student learning and support of the education system. | How do you go about engaging families and community to work together to own the responsibility for student learning and supporting the educational system? | What are some specific things we could do to engage families and community members to help support our educational system? |
| 1. Promotes and supports a structure for family and community involvement in the education system. | Explain how you promote and support families and community members to become involved in the school system? | What are some specific steps or examples of community support and family support that we could share with all stakeholders? |
| 1. Facilitates the connections of students and families to the health and social services that support a focus on learning. | What health and social service agencies have you utilized that support a focus on learning for our school district? | What could we use as data to show the connection of students and families to health and social services? |
| 1. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning. | What has been done to show that we welcome and honor families and community as well as engaging them in our learning process? | What are some specific examples or what criteria did we use or could use to establish that there is a connection between school and families as well as the community to promote student learning? |

**Standard 5 - Ethics**

| **Standard 5: An educational leader promotes the success of all students by acting with integrity, fairness, and in an ethical manner. (Ethics)** | **Questions: Directive** | **Questions: Supportive** |
| --- | --- | --- |
| The administrator:   1. Demonstrates ethical and professional behavior. |  |  |
| 1. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance. |  |  |
| 1. Fosters and maintains caring professional relationships with staff. |  |  |
| 1. Demonstrates appreciation for and sensitivity to diversity in the school community. |  |  |
| 1. Is respectful of divergent opinions. |  |  |

**Standard 6 – Societal Context**

| **Standard 6: An educational leader promotes the success of all students by understanding the profile of the community, and responding to and influencing the larger political, social, economic, legal, and cultural context. (Societal Context)** | **Questions: Directive** | **Questions: Supportive** |
| --- | --- | --- |
| The administrator:   1. Collaborates with service providers and other decision makers to improve teaching and learning. |  |  |
| 1. Advocates for the welfare of all members of the learning community. |  |  |
| 1. Designs and implements appropriate strategies to reach desired goals. |  |  |